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ABSTRACT

The need to change the conventional library into a learning resource center is stressed. With the learning resources ccncept, instructors will be more prone to look upon media not with the idea of why it should be used in teaching, but how it can be used in order to do a more effective job of teaching. The effective use of media will necessarily be based on individual student need, and will permit the instructor to become the creative synthesizer of the learning process rather than the regimented dispenser of knowledge. The learning resource concept will more effectively permit the new teaching technique and approaches to reach all of the faculty. The provision of a one-stop total service will tend to create faculty interest and use. The very concept of learning resources will allow a college to take a far more effective management approach toward the use of media in crder to insure the most effective use of personnel. The use of learning resources can eliminate the obstructions to the formulatien of programs for effective instruction. The profiles of six colleges whose learning resources centers are included in this publication illustrate current practice. (MF)

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THE LEARNING RESOURCES CENTER: CONCEPTS AND DESIGNS*

The impact of the learning resources concept on the junior or community college has reached staggering proportions. Community colleges have found themselves in the midst of an educational revolution which has violently produced new concepts, which has brought all of the new media and technology, and which has bombarded them on all sides with countless varieties of "hardware" and "software." The concept of learning resources in the community college has been an evolutionary process of unfolding development, growth, and change from simple forms, techniques, and patterns to those that are more complex and meaningful.

The advent of any new concept or approach in education almost necessarily creates the problem of understanding terminology. What is a learning resources center? Is it a place? Is it a building? Is it an idea or a concept? Or is it all of these in a package indicating where the "learning action" is on the new campus of a community college? Some colleges use the term "instructional resources" to define their program. This term tends to relate resources strictly to the teaching function. Others feel that "learning resources" better defines their approach to the integration of media and places the proper emphasis on the "learning" environment. In reality the only key word is resources which are those materials needed by the instructor in the teaching process, or which are those materials needed by the student in the learning process. Whether agreement on terminology can be reached remains to be seen. But the challenge of the concept is the systematic development of a program which will allow the new materials and techniques to be more effectively utilized by students and faculty.

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The concept of unifying and integrating materials had its origins in the public schools. The trend became greatly accelerated with federal aid

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to education and the dramatic changes taking place in curriculum development and teaching methods. With the significant changes in the educational environment after World War II, a fresh look at the utilization of learning materials seemed to be in order. Traditionally, library services and audiovisual services remained separate entities for generations. Administrators and faculty looked upon "print" and "non-print" materials as unrelated in the total learning situation. It appeared in many cases that the organization of these materials was based almost exclusively on physical format rather than the interrelatedness of content. But if educators believed the theorists who state that an educational system is a reflection of the society which produced it, then they had to admit that they could not educate in the mid-twentieth century in the same manner it had been doing in pre-war days. And the increased interest in individualized instruction, coupled with the societal changes and needs which produced it, have only added to the development of the learning resources concept.

Students today are more visually oriented than they ever have been in the past. This phenomenon has caused faculty and administrators to realize that traditional methods and techniques may no longer be valid in the light of the rapid development of various visual means of communication. A student leaves a lecture and textbook environment and goes out into a visual world of television, billboards, pop art, cinema and the like. This unrealistic atmosphere of the traditional learning situation is the classroom does not allow the student to come to grips with the realistic visual world he faces on the outside. Added to this is the fact that students have simply not been "involved" in their own learning process. There is growing evidence that students facing the next decade want to be contributors if not even partners in this process. The day of dispensing education is past.

The tremendous dynamism and growth of the community college in the United States has not always permeated the areas of library services or audiovisual services. Too often these separated educational functions remained unused and not a vital learning instrument. It has become evident that a multi-disciplinary system of services is necessary to make a media program effective and meaningful. If the primary purpose of education is to structure effective learning situations, then a better assessment of how junior college students learn is needed. They probably do not all learn in the same way, using the same media or at the same speed. All knowledge cannot be taught using the same techniques. The use of the entire spectrum of teaching materials in preparing and presenting course content may be the best means of providing the most meaningful learning experience for students. The question of whether the book is better than the film has plagued education for decades. With the new media and technology educators seem now to pose the question--which media is best to accomplish the task at hand?

So the overall purpose of a learning resources program for a community college is the development of a system of services to faculty and students to support the educational program. This system of services is geared to the creative and dynamic instructor who wants to do the most effective teaching job possible and to the student who is in hopes of attaining self realization and independent, critical thinking. Each faculty member and each student will strive to create his own teaching or learning environment. The focus shifts from the group to the needs of the individual learner. Ideas and concepts approached with a critcal eye become the focal point rather than meaningless facts and dates.

The learning resources specialist covers a broad range of personnel.

All should meet the requirements of a comprehensive preparation in learning resources covering both print and non-print media. There will necessarily be areas of specialization such as 1) type of service offered, 2) type of media, 3) curriculum development, and 4) area of instruction. The future points toward the development of other highly specialized personnel in television instruction, computer assisted instruction, and information retrieval.

The learning resources center usually includes the broad range of all learning materials. A partial list of the most used types of materials follows with brief definitions:

Books: Printed materials in book form covering the complete range of recorded human knowledge.

Tape Recordings: Materials of magnetic tape of great variety coming from both commercial sources and tapes originally produced in the center.

Phonograph Recordings: Materials on a phonographic disc for replay coming primarily from commercial sources though the center may have production facilities for making phonograph recordings.

16mm Motion Pictures: Films owned by the center or rented from a variety of commercial film services. The center would probably be able to produce its own films made by faculty and students.

8mm Motion Pictures: Films owned by the center or rented from a variety of film services. These would include the 8mm automatic film cartridges. The center would probably be able to produce its own films in either format made by students and faculty.

Programmed Materials: Sequential learning materials in a great variety of forms from a textual verbal-symbol format to an automated multi-media teaching machine.

Periodicals: Variety of magazines including textual and graphic materials in a great number of areas from very generalized titles to highly specific learning areas.

Pamphlets: Unbound printed materials coming from a great variety of sources.

Slides: Photographic transparency usually in 2" x 2" or 3¼" x 4" size on a small plate or film arranged for projection. These are available from many commercial sources, but the center will probably produce originals made for faculty and students.

Radio: FM radio station for on or off campus broadcast. Programs would range from instructional and cultural enrichment to community service.

Video-Tape: A high quality plastic tape which has been coated with layer of magnetizable iron oxide particles. The result is a recording medium which can be erased and re-used.

Closed-Circuit Television: The signal origination must be carried by cable from origination to reception; thereby maintains a continuous physical connection between central point of transmission to all receivers.

Prints: Flat prints relative to various aspects of instruction, such as art prints, biology drawings, etc.

Models: Materials purchased from commercial sources or produced by the center to be used for specialized means of communication, such as a model illustrative of a mathematical problem.

Transparencies: A sheet of film either in positive or negative form on which a transparent reproduction of an original is made for projection.

Filmstrips: Sound and silent strips of usually 35mm film bearing photographs, diagrams, charts, or other graphic materials for still projection. Sound filmstrips may be correlated to either phonograph or tape recordings.

Microfilm: Film bearing a record on a reduced scale of printed or other graphic material.

Microfiche: A photographic reproduction, highly reduced, or a printed page, document, etc., produced on a sheet of film. The number of pages produced on each sheet of film depends on the amount of reduction used in preparing the fiche. Microfiche must be read with the aid of optical enlarging devices.

The provision of this broad range of materials in the center usually represents an integrated and unified approach to cataloging, housing, and servicing of the collection. This is vital to the learning resources concepts and poses two of the problems most important to the success of failure of the program: 1) The complete and systematic cataloging of materials regardless of format, and 2) The physical housing of materials so that the organization is meaningful to students and faculty.

Gone are the days when a library meant shelves full of books, all rebound in uniformly dull-colored "library bindings," meant to endure forever. Enter a contemporary library today and you will see books, yes, but in their bright, eye-appealing paper jackets, for with the incredibly rapid rate of discovery and development of information and knowledge, most of these books will be outmoded long before they are worn out. Now step closer to the shelves and beside a book on biology you will find a sound filmloop demonstrating the dissection of a frog; beside a book of poetry by William Butler Yeats will be a film called "Yeats Country" and recording of Yeats reading his own poems.

Of course there are still hundreds of libraries where audiovisual materials are separated from the books and stored in cabinets, closets or separate rooms, with woefully inadequate means of retrieval. For the most part they remain in their cabinets and the library user, never suspecting

their existence, is denied the knowledge, enrichment and growth which should be his.

If we are to meet the needs of the individual and provide him with a choice of learning devices so that he may select those best suited to his own abilities and limitations, those most able to assist him in approaching a particular problem, two things are essential. First, he must somehow be made aware of all the available materials relating to any particular subject, and second, the material must be readily retrievable.

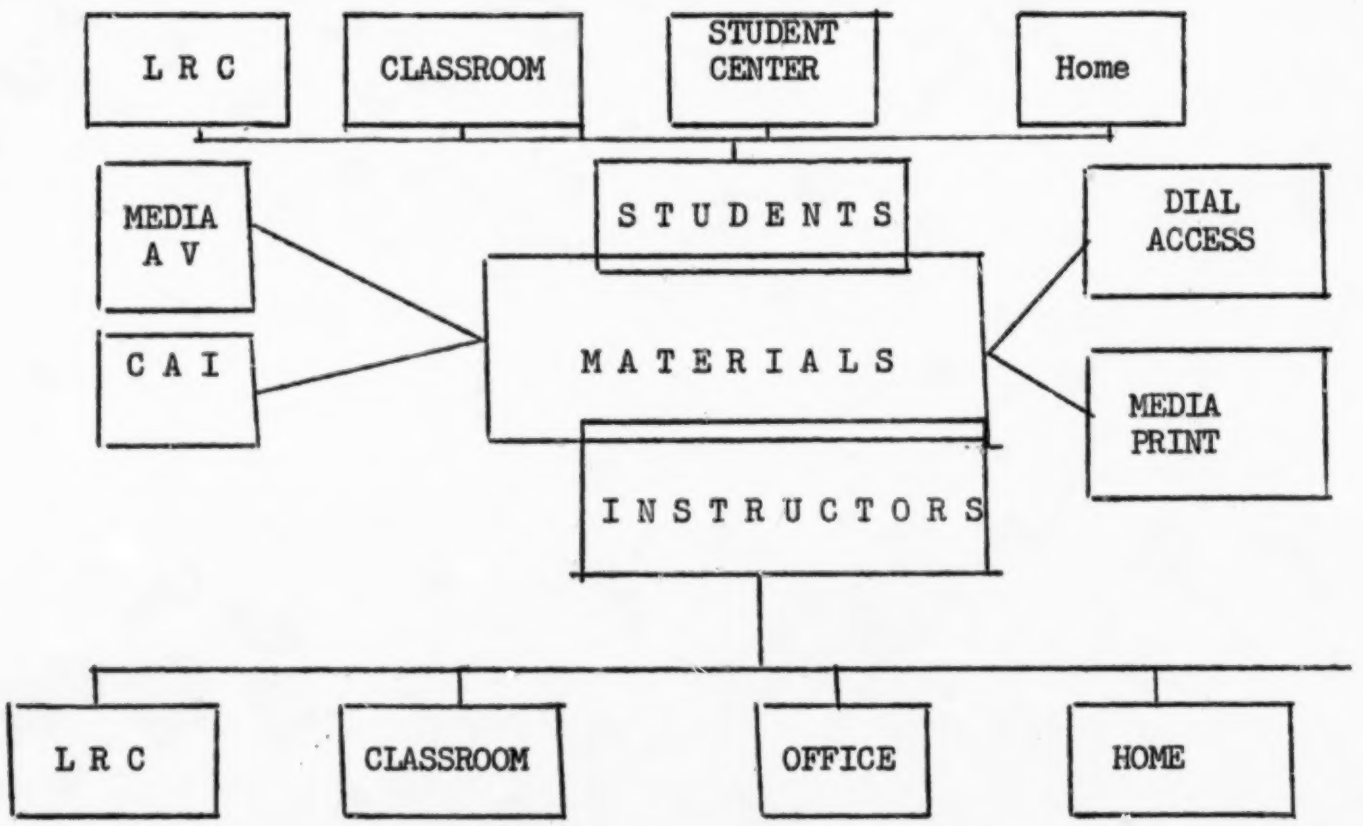
The obvious solution is that all media, book and non-book alike, must receive full classification and cataloging and full sets of cards must be interfiled in one integrated materials catalog. Since inter-shelving of materials is not always feasible, the materials catalog must reflect the entire holdings of the library.

With a fully integrated catalog a person looking in the catalog for material on, say Shakespeare's "Taming of the Shrew" will discover not only the play in printed form, but also a recording of the play, colored slides of various stage settings and costumes, a recording of the music used in Shakespeare's plays, and perhaps a film of the play. A student of anthropology will iscover a taped discussion with Margaret Meade in addition to her writings. A math teacher wishing to present a new concept to his class will find transparencies for an overhead projector which will enable him to give a visual presentation to his class, in addition to the latest printed material on this concept. An art student will find not only books but slides, prints and sound filmstrips that will take him on a tour of the Louvre.

Thus by means of complete cataloging of all media and integration within the catalog, the full range of holdings is made immediately visible to the user, and the classification of all media makes retrieval easy and

efficient.

The fusion of all of these learning resources and the services required to make them available to students and faculty is the only means of making these available effectively and efficiently. There should be no limit to the scope of the utilization of these materials. The center should provide a great variety for the learning environment including carrells, small group study rooms, conference rooms, rooms for large group instruction, as well as other more innovative techniques for computer aided instruction and information retrieval systems from remote sources. The capacity and educational strateg for the use of media whenever and wherever needed should permeate all institutional elements of the college for a system of facilities.



This total linkage of materials, students, instructors, staff, equipment and space will provide a dynamic system. In order to accomplish this systems

design our traditional approaches must change drastically with the advance of technology and the new concepts involved in individualized instruction. We have been "locked in" by tradition-bound administrative processes involving serices to the instructional program simply because it is the way it has been done in the past.

With the advent of the learning resources concept, administrators in community colleges have been faced with important problems concerned with organization. A college's instructional resources may be administered by a single organizational unit or by several units. The pattern of organiation usually reflects the concept of learning resources adopted by the individual institution. There is no set pattern as to how an institution must approach the organization of learning resources. What may work very well for one college may be completely contrary to what another one is trying to do. The main thing to keep in mind is that a college should establish a sound program based on its needs and concepts and then go about the process of organizing for it. The pieces do not fall in place unless a college knows where it is going and how it plans to get there. A staement of the learning resources program and the functions to be performed might include some of the following items:

1. Statement of Purpose
2. Statement of Organization
3. Personnel Requirements
4. Job Descriptions
5. Analysis of Materials Collection
6. Special Services Areas
7. Budget Projections
8. Space Requirements

Such a statement of the learning resources program is necessary for organization, planning, and correlating the program to the total academic community. This statement will aid the administrator, LRC staff, faculty,

With the integration of services under a Director of Learning Resources, administrators must decide the type of background desirable for this member of the administrative staff. Is he a librarian? Is he an audiovisual specialist? Is he a member of the administrative or instructional staff? Librarians are usually not too well oriented to non-print materials. And in many cases they have a very basic antagonism to visual media. Audio-visual specialists lack interest in printed matter as a means of communication. Perhaps the ideal of the future will be the growth from the academic area which will not only permit an integration of services, but will allow these services to become an integral and meaningful part of the total educational program. The final answer can only be found in the needs of the individual institution. Administrators of community colleges may decide that a Director of Learning Resources is selected on the basis of his administrative ability regardless of his back-ground. With the great diversity and complexity in the community college field, it is doubtful that a generally accepted pattern will be forthcoming in the near future.

Some of the more innovative evolving organizational patterns are based on the function of the service, and the concern for the particular type of media is more meaningful since an attempt attotally integrating materials and services is made. This pattern is based largely on the functional organization of services and not on the material content of format.

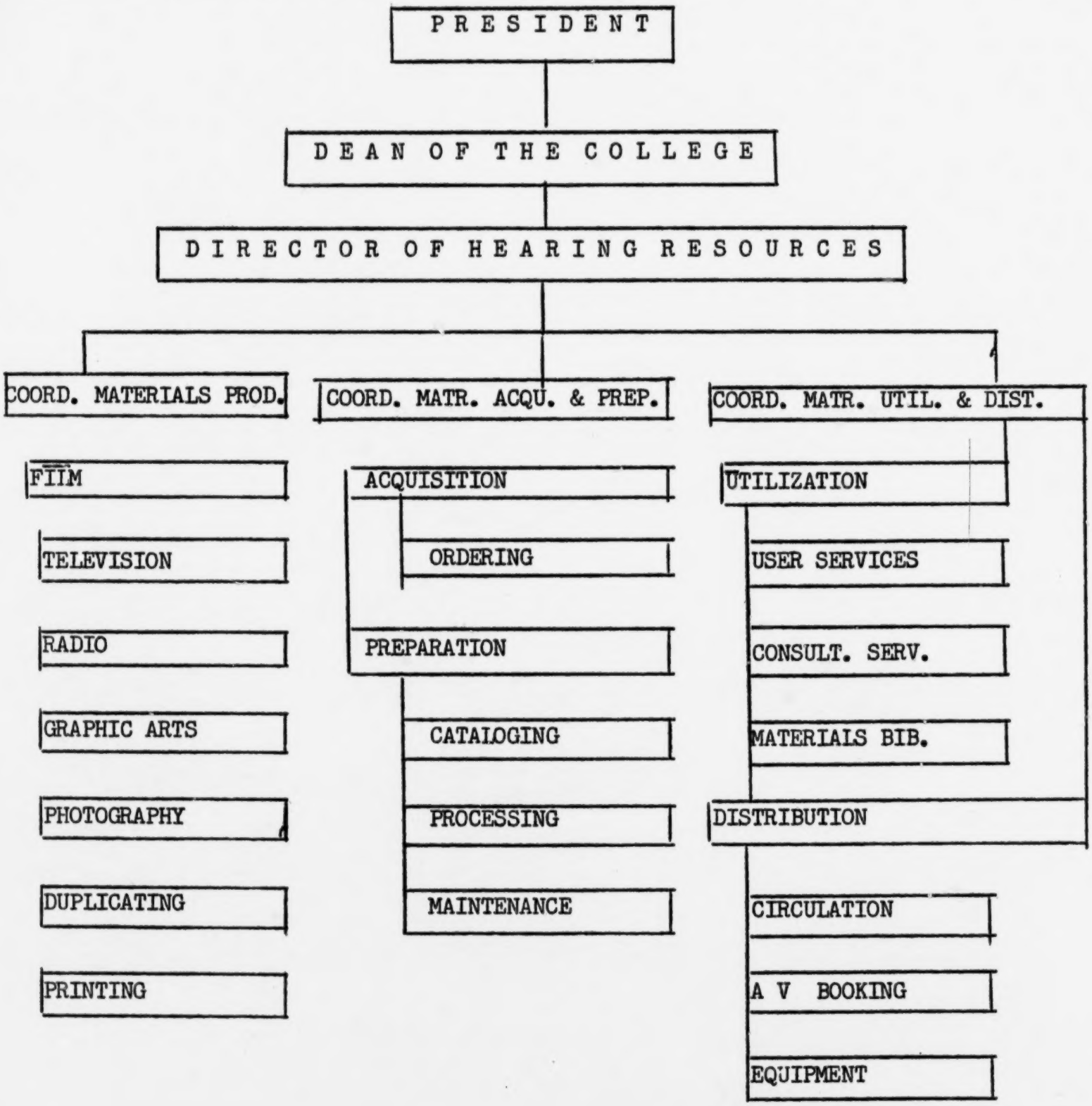


Figure III shows one of these organizational patterns. It is still largely within the framework of library and audiovisual services, but the functional approach to organizing, producing, and preparing materials is aimed at breaking down the barriers which have existed in the past between library services, audiovisual services, and the total educational program.

The three major areas of service function in the following manner:

(1) Materials Production. To produce all types of instructional materials needed for the educational program which are not available from commercial sources or which must be geared to the specific needs of the individual institution. This reflects the need of both the individual faculty member as well as the individual student. This is one area where student involvement and participation can be most meaningful in the future. The center will in essence all production facilities that are available to faculty to students as well. The great diversity of the production of materials will range from simple transparencies, slides, and tape recordings to complex 16 mm films, video tapes and live, closed circuit television productions. If the center has a large group instructional area, the materials, personnel, and services would be provided by the production area.

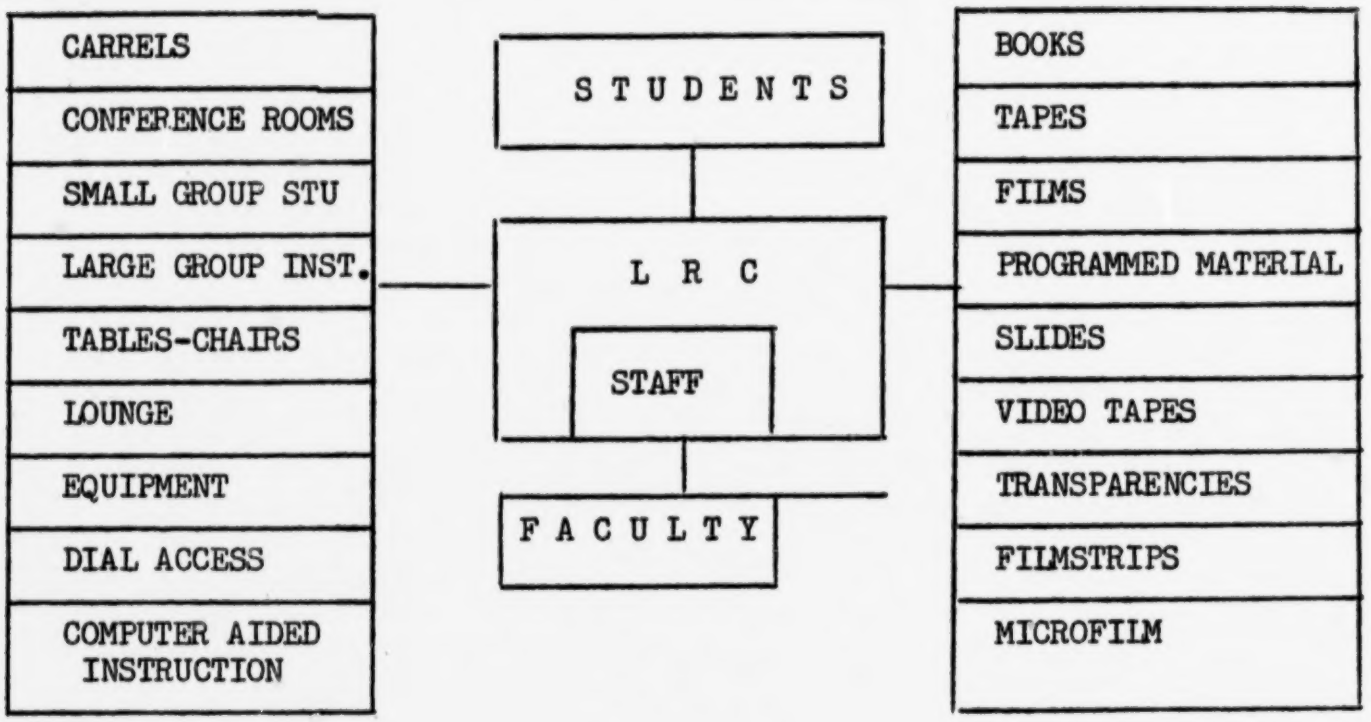
(2) Materials Acquisition and Preparation. To acquire and prepare for use all types of learning materials needed for the educational program coming either from commercial sources or which have been made by the individual institution's own production staff. Two of the most perplexing problems facing the new learning resources center are how to organize and prepare materials for the most effective utilization by faculty and students. In the past materials have been processed and cataloged on the basis of physical format rather than subject interrelatedness. With the advent of the integration of media in the learning resources center, new approaches to the handling of media needed to be found. The classification of all media by some common system, the integration of all media in a single public catalog, and a realistic means of processing and housing of media needed to be found.

(3) Materials Utilization and Distribution. To service and distribute materials for use by faculty and students in the educational program the total materials collection of the Learning Resources Center. Here the identification of a system of services and facilities precludes the success of a program. With the integration of library services, audiovisual services, and instructional services a total system must be devised in order to cope with the multitude of new media, the diversity of instructional approaches, the growing complexity of individual learning needs, and the necessarily resultant problems of service, maintenance, and utilization.

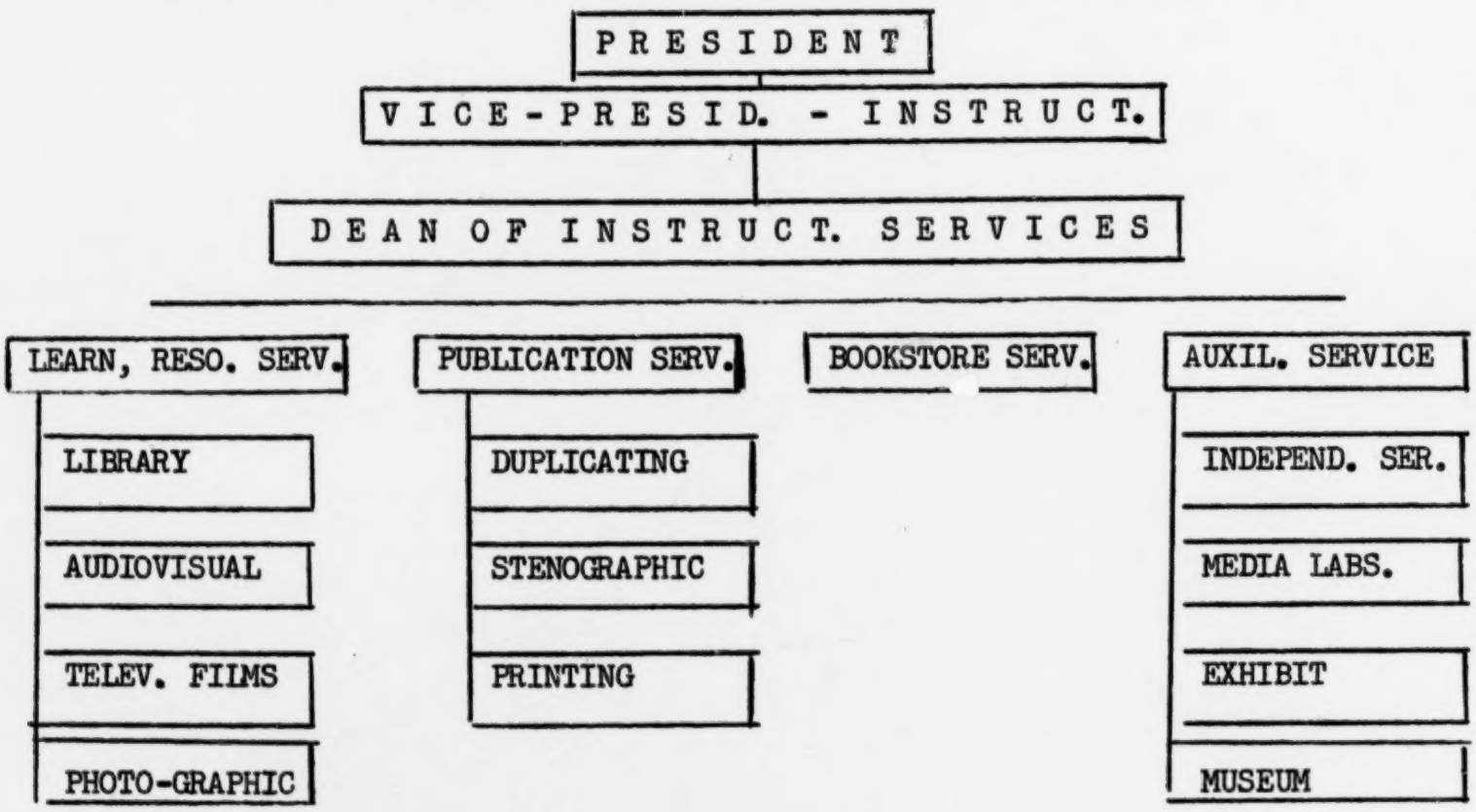
If agreement can be reached that not all community college students learn in the same way or using the same media, and if their needs, abilities, and study habits cover a broad range, then the provision for a system of services and facilities must have considerable diversity and flexibility. The areas

STAFF	ORGANIZATIONAL
COLLECTIONS	EDUCATIONAL
SERVICES	FUNCTIONS
FACILITIES	ENVIRONMENTAL

shown in Figure IV are the ingredients for a successful program. The development of a program which can offer services by a realistic development of the organizational, educational, functional, and environmental aspects of the Learning Resource Center is needed in order to make the concept come to life.

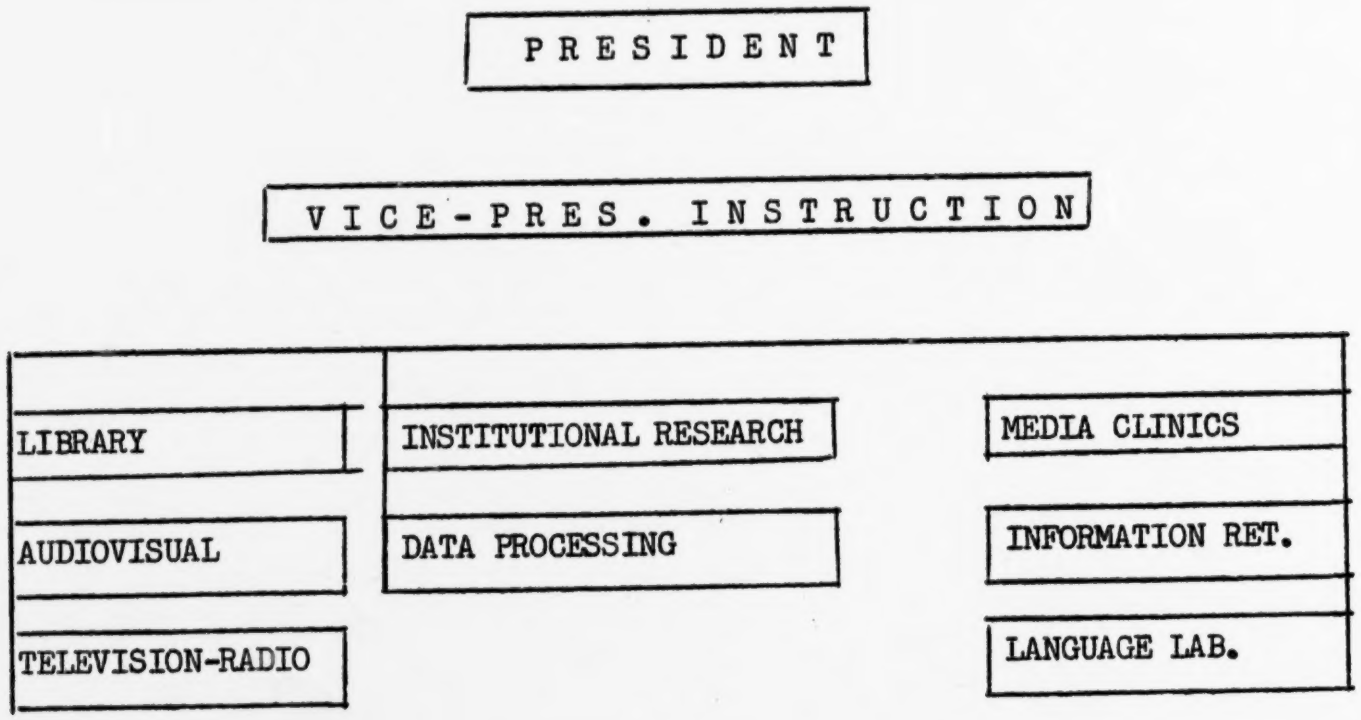


Another new trend which is making an appearance in the community college field is illustrated in Figure VI. The concept of instructional services pulls together in a single administrative unit most services related to the educational program. This is a considerable development over the previous examples. This comprehensive administrative pattern recognizes that in



addition to learning resource services that there are other services which support the educational program and which support instruction. Are the services of the bookstore educational functions or are they business functions as we have been dealing with them in the past? Signs are visible of interest on the part of administrators to house the bookstore in the Learning Resource Center. One new college intends to shelve textbooks along with other materials in the Learning Resource Center with the student then deciding if he wants to borrow or buy the material. The physical housing of such a comprehensive program may necessarily be decentralized, but the administrative centralization of services to faculty and students is basic to the concept so that the elimination of the confusion and misunderstanding about what the services are and how they may be used can be done. Administrative decentralization usually creates physical barriers which cause the difficulty in actually being able to effectively utilize the services. This will ultimately cause the faculty and students to give up in despair because the services are so wide spread and there is no discernible pattern to their organization.

Figure VII illustrates the concept of administrative educational services which pulls together in a single unit all services supportive of the college's educational program. This pattern of organization is based on some precepts which challenge the very heart of traditional approaches of organization. The concept derives from the rapidly advancing changes in technology and the growing interest in individualized instruction. Total resource capability in service to the entire educational program is achieved by the identification and organization of all areas of support to instruction.



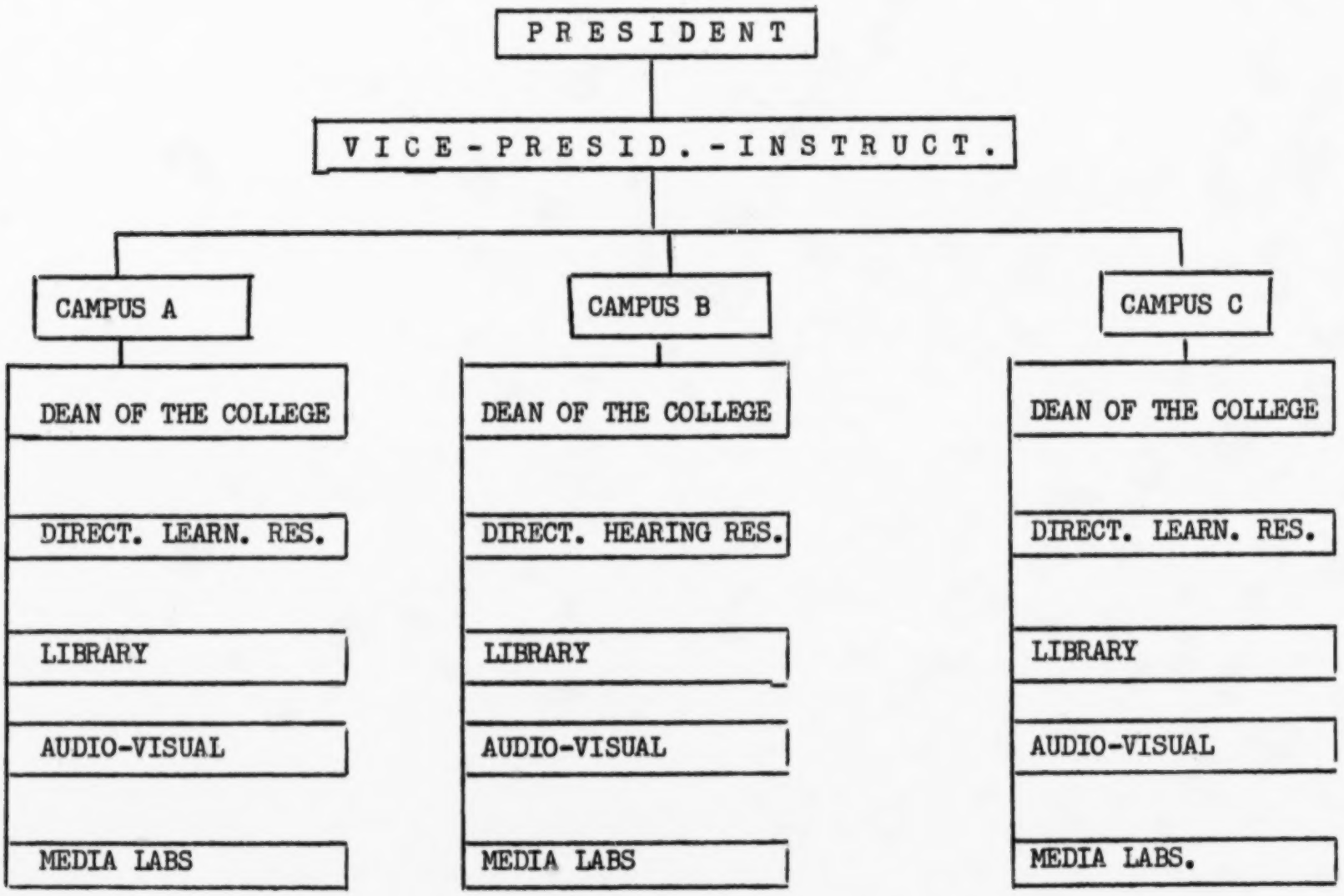
The two examples in Figures VI and VII are largely illustrative of organizational patterns for the single campus community college, and may be found in the small private junior college as well as in the large public comprehensive community college. The growth and development of these and similar patterns will become increasingly important with the advance of technology, the change in instructional approaches and learning techniques, and the increasing need to provide for individual need.

The large multi-campus community college and the multi-college district pose special problems. The newness of the multi-campus college and the multi-college district with their dedication to the autonomy of the individual campus can lead to a number of innovative approaches to media in the future.

Figure VIII illustrates a multi-campus community college where there is organization for learning resources on the district level. The District Dean of Learning Resources is coordinator of all learning resource activities for the entire district. The district office may provide for all acquisition

and preparation of materials for all three campuses with a centralized office for these functions. The district office may or may not have centralized production facilities. Or the production facilities may be partially decentralized with the district office responsible for the production of materials to be used district-wide such as 16mm films and video tape, with small production facilities on each campus for the production of slides, transparencies, and tapes. The District office will be responsible for budget preparation. Usually the Associate Dean for Learning Resources on each of the individual campuses will remain fairly autonomous regarding the selection and purchase of material and the utilization of these materials by their own individual faculty members and students. The District Dean remains as an advisor and coordinator in order to give continuity to the district system.

Some patterns exist for the multi-campus or multi-college district which have relatively little organization at the district level for learning resources. Whereas there will probably be a Dean or Vice-President for Instruction who will coordinate the entire program of instruction and learning resources for the district, each campus becomes an almost completely self-contained unit regarding learning resources. This pattern will probably change dramatically with the continued development and maturization of the multi-campus and multi-district concept. Figure IX shows such a pattern. It is highly doubtful that this system could work for any length of time without some type of district coordination. This could take the form of an Assistant Vice-President--Instruction responsible for district activities in the area of learning resources. Without this coordinative function on the district level, there could result a considerable duplication of personnel, materials, supplies, equipment, and budget restrictions that

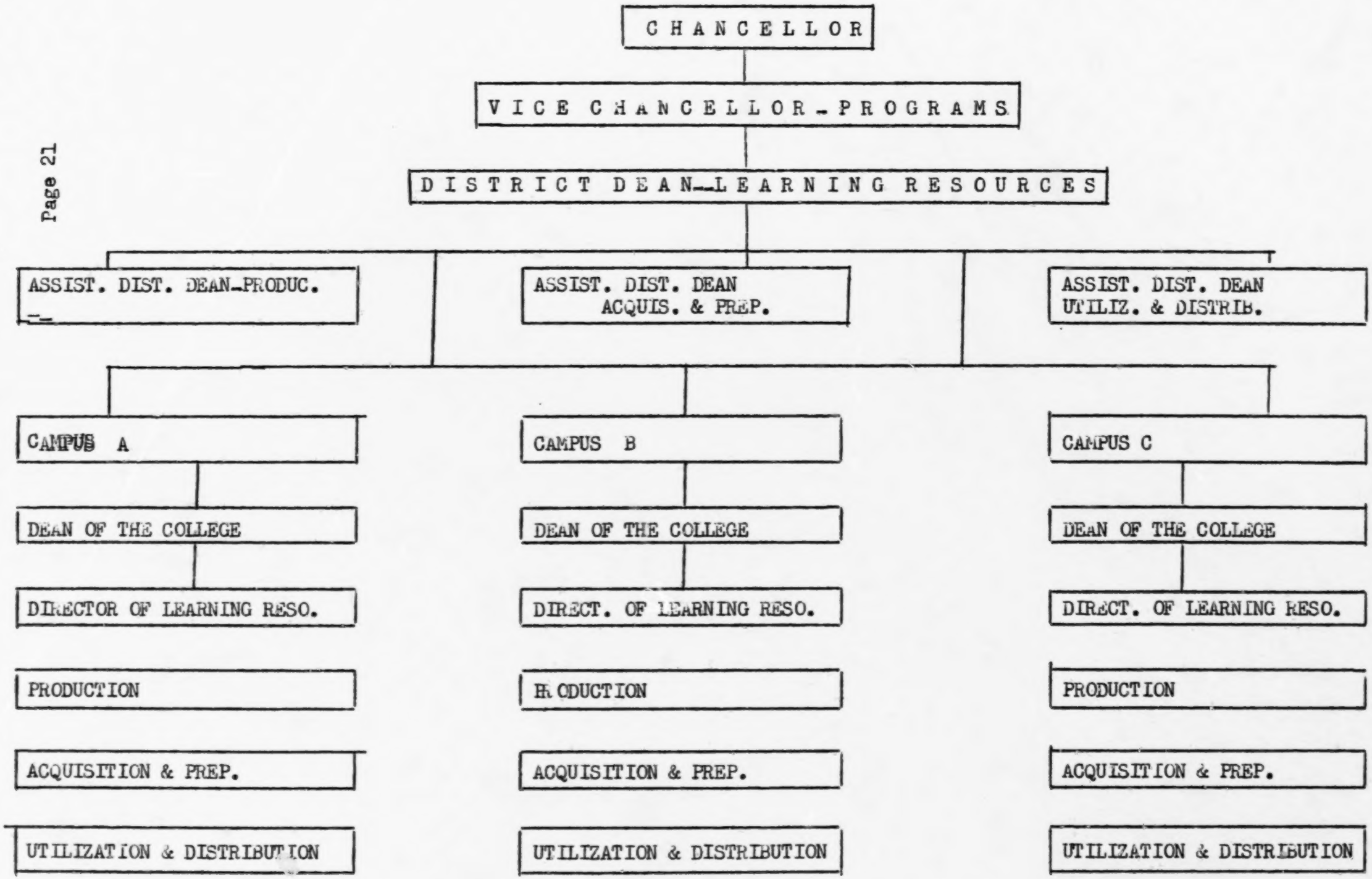


would make this pattern most uneconomical and ineffective.

Figure X shows the integration of production, preparation and utilization of materials services on the district level under a District Dean for Learning Resources.

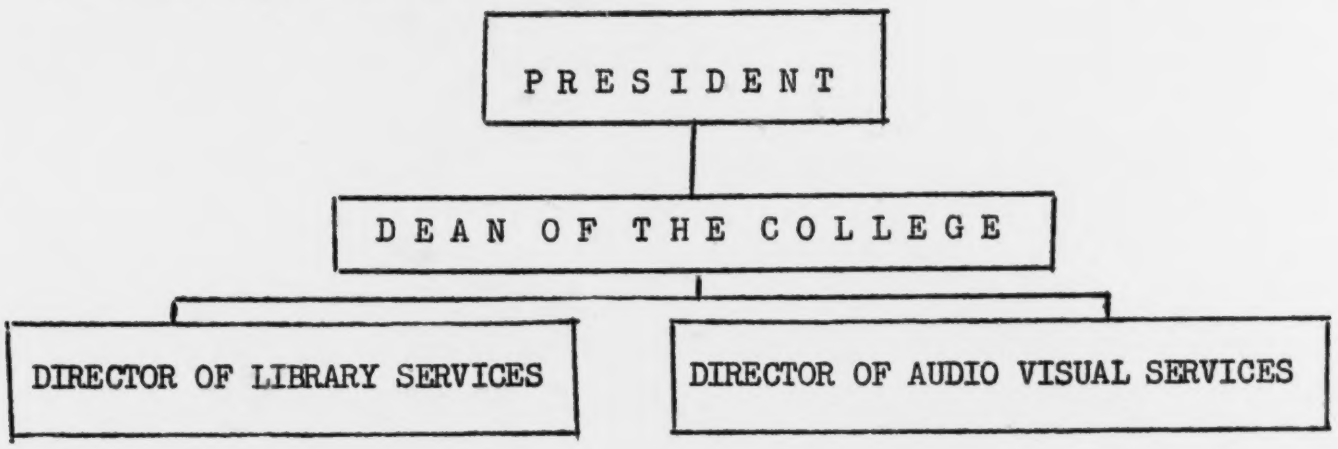
The organization on the level of the individual campus would bear considerable similarity to the pattern shown in Figure III. However, on the district level the Assistant District Dean would provide the advisory, consultive, and directional guidance for the district activities in production, preparation, and utilization.

The concept of learning resources is one of challenge and change. The organization for learning resources is necessary in order to make the system


CHANCELLOR
VICE CHANCELLOR - PROGRAMS
DISTRICT DEAN - LEARNING RESOURCES
ASSIST. DIST. DEAN-PRODUC.
ASSIST. DIST. DEAN ACQUIS. & PREP.
ASSIST. DIST. DEAN UTILIZ. & DISTRIB.
CAMPUS A
CAMPUS B
CAMPUS C
DEAN OF THE COLLEGE
DEAN OF THE COLLEGE
DEAN OF THE COLLEGE
DIRECTOR OF LEARNING RESO.
DIRECT. OF LEARNING RESO.
DIRECT. OF LEARNING RESO.
PRODUCTION
PRODUCTION
ACQUISITION & PREP.
ACQUISITION & PREP.
ACQUISITION & PREP.
UTILIZATION & DISTRIBUTION
UTILIZATION & DISTRIBUTION
UTILIZATION & DISTRIBUTION

and students in doing the type of job necessary to make the program and services an integral part of the learning process.

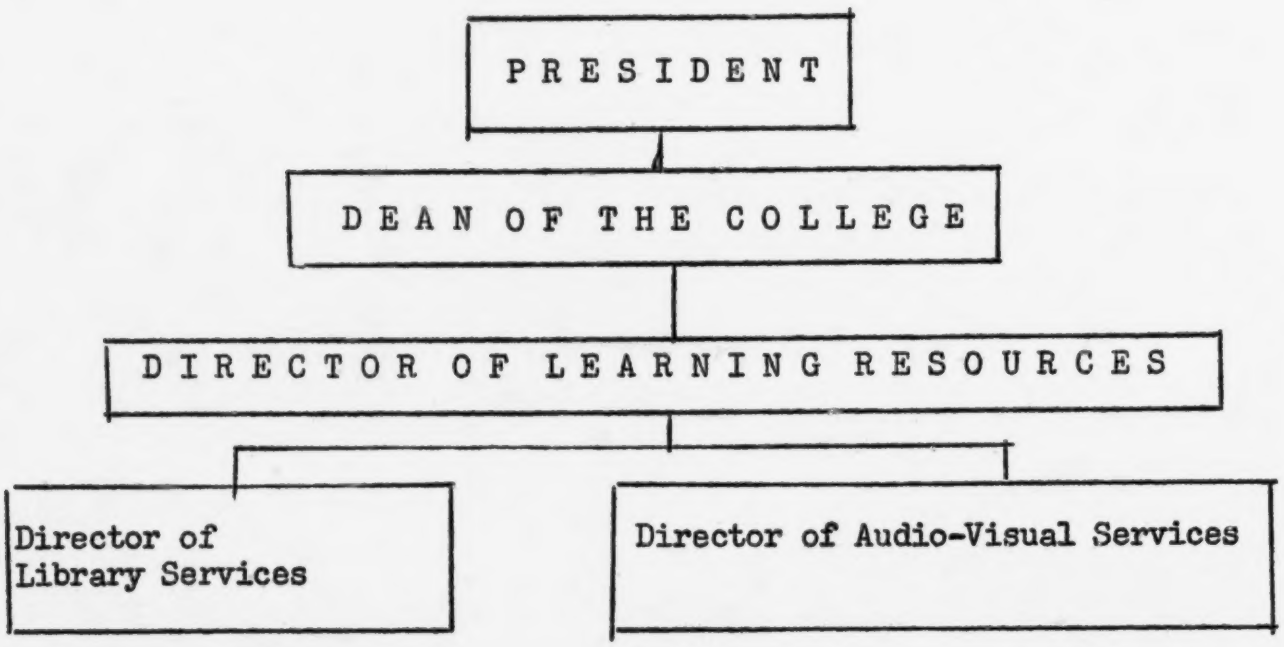
In the traditional pattern, library services and audiovisual services are administered separately by directors answerable to the President or Dean of the college. The integration and unification of learning materials are accomplished by the cooperative and coordinated efforts of the directors within the overall organization. This pattern may or may not work depending on the soundness of the total organizational structure. Conflict could arise in a number of areas including budgeting and relationships with instructional personnel. If the directors are found competing for funds to support their programs, then this situation even tends to widen the breach between the library and the audiovisual department. This pattern can also pose grave problems in the utilization of materials by both students and faculty. A potential user may have great difficulty in trying to establish the total resources in a given area. If the two services are housed separately, the physical obstruction may tend to disuade the user from tracking down all of the material available.



However, this more traditional approach to the production and servicing of materials is undergoing considerable change. Administrators have rightly taken a dim view of this pattern when conflict has arisen because the combined

efforts of the two directors were not successful. When this situation occurs because no single internal administrative authority has been responsible for both services, the Dean of the college then becomes mediator for the two directors. This too often emphasizes the differences between media, rather than stressing their similarities in content if not in format. The impact of this situation on faculty widens the gap between need and utilization. The faculty member will more often than not simply adopt an attitude of disinterest.

In Figure KK more coordination and integration of services is accomplished by making a single administrative unit which stresses a more balanced and meaningful program. This structure in no way points to the lessening of effectiveness of either library or audiovisual services, but it does carry the organization another step toward a total combination of services.



This pattern still poses some administrative problems since both services are still considered separate units. And the Director of Learning Resources simply replaced the Dean as mediator if conflict arises. This organizational structure may provide for more coordination of service, but it still separates materials.

work. But perhaps the most important question is why is the learning resources concept more beneficial than the conventional library concept we have traditionally known in the past?

The total resource capability in the service to the entire educational program will be more effective if we are to break down the barrier between media and the instructional process. With the learning resources concept, instructors will be more prone to look upon media not with the idea of why it should be used in teaching, but how it can be used in order to do a more effective job of teaching. The effective use of media will necessarily be based on individual student need, and will permit the instructor to become the creative synthesizer of the learning process rather than the regimented dispenser of knowledge. If this is to be accomplished, then the tradition-bound patterns of organization must change in order to allow the innovative and stimulating patterns of service within the learning resources concept to develop a total system of service. This will permit the more rapid expansion of individualized instruction toward the personalization of learning. The learning resource concept will more effectively permit the new teaching techniques and approaches to reach all of the faulty. The provision of a one-stop total service will tend to create faculty interest and use. The very concept of learning resources will allow a college to take a far more effective management approach toward the use of media in order to insure the most effective use of personnel. The use of learning resources can eliminate the obstructions to the formulation of programs for effective instruction.

The impact of change causes a college to reflect upon the way it has been doing things in the past. It causes an administrator to give a more

in-depth look at what is presently being done at other institutions as well as what is currently being done in his own institution. And it causes a college to organize for the change and challenge for their future.

The profiles of the six colleges whose learning resources centers are included in this publication illustrate current practice. They were selected on the basis of their distinctive and unique approach as well as on the basis of their good design. The great challenge to emerging institutions who are faced with building new campuses is the establishment of their own program for learning resources. It is hoped these profiles will be useful to other institutions as they go about structuring their own concept and design.